

DOCUMENT RESUME

ED 161 210

EC 112 345

TITLE Gifted and Talented Children: Update. Program 112.
INSTITUTION George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.
SPONS AGENCY Carnegie Corp. of New York, N.Y.; Corporation for Public Broadcasting, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.
PUB DATE 30 Mar 78
NOTE 25p.; The document is an Options in Education Transcript; For previous National Public Radio programs, see ED 131 648-652
EDRS PRICE MF-\$0.83 HC-\$1.67 Plus Postage.
DESCRIPTORS Educational Methods; Educational Needs; *Gifted; Grouping (Instructional Purposes); *Identification; *Legislation; Parents; *Peer Relationship; *Talented Students; Teaching Methods

ABSTRACT

The transcript of a radio program on gifted and talented children includes interviews with psychoanalysts, educators, and federal officials (including B. Bettelheim, J. Renzulli, B. Boston, and D. Sisk), as well as with parents and five gifted children. Topics considered include identification, separation of gifted students, teaching approaches, peer relationships, parental problems of raising gifted students, and proposed legislation.
 (CL)

 * Reproductions supplied by EDRS are the best that can be made *
 * from the original document. *

ED161210

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY.

Program No. 112: "GIFTED AND TALENTED CHILDREN: UPDATE"

March 30, 1978

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

J. Merrow

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM."

ED112345



LISTEN:

let your ear
keep an
eye
on the
schools!

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC) AND
USERS OF THE ERIC SYSTEM "

Options in Education **TRANSCRIPT:**

Program No. 112: "GIFTED AND TALENTED CHILDREN: UPDATE"

March 30, 1978

A co-production of
National Public Radio & the
Institute for Educational Leadership of the George Washington University



Options in Education

2025 M. Street, NW, Washington, DC 20036

Options in Education

is co-produced by National Public Radio and the Institute for Educational Leadership of The George Washington University. Principal support for the series is provided by the National Institute of Education. Additional funds are provided by Carnegie Corporation of New York, and the Corporation for Public Broadcasting.

TABLE OF CONTENTS

	<u>PAGE</u>
INTRODUCTION	1
CAN THE GIFTED CHILD TAKE CARE OF HIMSELF? - Dr. Bruno Bettelheim a leading psychoanalyst	1-2
GIFTED STUDENTS NEED SPECIAL ATTENTION - Dr. Bruce Boston, expert on gifted children	2-3
A GIFTED CHILD TALKS ABOUT HIMSELF - a ten-year-old student at Talcott Mountain Science Center	3-4
MEMORIES OF BEING DIFFERENT - Michael Kahn, Director of the McCarter Theatre in Princeton, New Jersey	4-6
CHARACTERISTICS OF THE GIFTED CHILD - Dr. Rudy Pohl, Editor of <u>Gifted and Talented</u> , a Connecticut journal	6
WAYS OF IDENTIFYING THE GIFTED CHILD - Professor Joseph Renzulli, an educational psychologist at the University of Connecticut; Sue Novotny, program coordinator for gifted students in Yuma County, Arizona	7-9
SHOULD GIFTED CHILDREN BE EDUCATED SEPARATELY? - Dr. Lawrence Senesh, professor of economics at the University of Colorado	9-10
ONE CREATIVE TEACHING APPROACH - Sue Novotny, program coordinator for gifted students in Yuma County, Arizona	10-11
ONE GIFTED CHILD TALKS ABOUT HIS PEER RELATIONSHIPS - Matthew Rosen, a gifted 12-year-old	11-12
THE PROBLEMS OF RAISING GIFTED CHILDREN - Parents of gifted children; Henry Collis, Director of National Association for Gifted Children in Great Britain; and George Robb, a professor at York University in Canada.	12-14
MORE FROM THE PARENTS - Parents of gifted children	14-15
THE TALCOTT MOUNTAIN SCIENCE CENTER - Peggy Gold, a ten-year-old student at Talcott Mountain; Robert Amrein, Director of Summer Programs at Talcott Mountain; Matthew Kirshman, a ten-year-old student at Talcott Mountain	15-17
PROPOSED LEGISLATION FOR HELPING THE GIFTED - Senator Jacob Javits of New York; Dr. Dorothy Sisk, Director of the Office for the Gifted and Talented, part of the U.S. Office of Education	17-18
CONCLUSION	18-19

"Copyright © 1978 for National Public Radio
and the Institute for Educational Leadership"

YOU ARE ENCOURAGED TO WRITE TO US -- TO MAKE COMMENT,
EXPRESS OPINION, RAISE QUESTIONS. PLEASE NOTE ALSO,
THAT YOU ARE WELCOME TO REPRINT MATERIAL CONTAINED
IN THIS TRANSCRIPT FOR NON-PROFIT USE. OPTIONS IN
EDUCATION ALWAYS APPRECIATES A CREDIT LINE.

"GIFTED AND TALENTED CHILDREN: UPDATE"

CHILD: A...

CHILD: B...

CHILD: C...

MAN: D...

WOMAN: H...

MAN: I...

MAN: J...

CHILD: K...

MAN: L...

TEENAGER: M...

WOMAN: N...

WOMAN: O...

WOMAN: P...

MERROW: T-I-O-N-S -- options -- OPTIONS IN EDUCATION.
From the ABC's of pre-school to the alphabet soup of
government programs, this is OPTIONS IN EDUCATION.

* * *

STUDENT: Today, I'm going to be developing film. Ah, when I go home, I've borrowed some books on Stellar Evolution, and Frontiers of Astronomy, you know, by Fred Hoyle, he's, you know, like Asimov, but he knows a lot more cause he's an astronomer. I read these books over the weekend, and in school in our free periods.

STUDENT: There's three kinds of sciences I'm interested in: astronomy, archeology, and geology. And if I can't do any of those, I'd either be a baseball or football player.

STUDENT: Well see, I write poems and stuff, and I like to draw. You know, I'd like to do that some. And I'd also like to be a doctor, like transplant brains and stuff like that.

STUDENT: I'm going to be the world's greatest architect.

* * *

BLAIR: I'm Wendy Blair.

MERROW: I'm John Merrow, and those were gifted children. The United States has 55 million school age children -- including pre-schoolers -- and of that number, between two and three million are so superior in intellect or talent that they may require special educational opportunities.

BLAIR: But the whole notion of special treatment for the gifted is controversial.

CAN THE GIFTED CHILD TAKE CARE OF HIMSELF?

Bettelheim: I feel that the gifted child, despite the concern of many parents, is well able to take care of himself. If he isn't, then he isn't gifted. But I think that a deprived child, a child that has handicaps, is a child who is entitled to our special help. The gifted, I think, will do it, will,

will make it all by himself.

BLAIR: Dr. Bruno Bettelheim a leading psychoanalyst who works with emotionally disturbed children. Bettelheim sums up a popular notion about gifted children.

MERROW: "Cream rises to the top." Perhaps this cliché is one of the reasons that state and federal funding for the gifted lags far behind money available for educating the retarded, the disadvantaged and the handicapped.

BLAIR: For example, the Education of All Handicapped Children Act, which went into effect just last fall, says the states must provide a "free and appropriate education" for those children. And next year, the federal government will be helping the states out with nearly one billion dollars for educating handicapped children.

MERROW: Educating handicapped kids is expensive. But "appropriate education" for an especially bright child may also be expensive and necessary.

BLAIR: Right now, the federal government spends two and a half million dollars a year on gifted children, about \$1.00 per gifted child.

MERROW: That's not very much. But maybe that's as it should be. After all, are gifted children really a federal responsibility; and isn't it somehow undemocratic to spend extra money on those who were born with special gifts and talents?

BLAIR: Even if we are willing to spend extra money on gifted kids, what should the programs for them be like; and should the kids stay in regular classrooms, or go to special schools?

MERROW: And who are the gifted students? The ones wearing thick glasses and asking lots of questions?

BLAIR: The federal government defines gifted children as those "possessing outstanding abilities and capable of major performance." That's obviously ambiguous.

MERROW: So most states and schools use IQ and other tests of intelligence to identify the gifted. The usual cutoff point is an IQ score of 130.

BLAIR: But intelligence is only one kind of gift. Musical creativity is another; so is physical ability. Lots of gifts don't show up on IQ tests.

MERROW: If and when you find the gifted child, what do you do next?

BLAIR: There's the old answer: skip a grade or two, or six.

MERROW: Well, that may cause social maladjustment.

BLAIR: Special schools for the gifted?

MERROW: They may be too expensive.

BLAIR: And how do teachers handle students who are quicker than the rest of the class...

MERROW: ...and perhaps ahead of the teacher as well?

BLAIR: Well, many see these children as a precious natural resource. As a nation, we can't afford not to educate them properly. Dr. Bruce Boston says we must pay special attention to the gifted.

GIFTED STUDENTS NEED SPECIAL ATTENTION

BOSTON: If American society is going to develop the human resources that it

has, then those resources have to be singled out; they have to be identified; and they have to be enhanced. It's no more elitist to identify and provide special programming for a gifted child than it is to identify and provide special programs for a handicapped child, or for a black child, or for a Spanish-speaking child, or for a woman.

MERROW: Do you really believe that?

BOSTON: I do. What can I tell you? It's simply that people do fall into certain kinds of groupings. A lot of people don't think of it this way, but we have actually, in American society and in American education, been in the business of gifted child education for a long time, a very long time. The point of the story is that we have been doing this with one particular area of giftedness: high school athletes. We hire coaches; we give them fields; we give them shoulder pads; we give them release time; we give them buses. But these are children who are gifted in one particular area: the use of their body. And we're spending...we spent millions of dollars in American high schools and junior high schools every year to promote these kinds of programs; but we're not willing to spend the same time to program for a creative child, for a child who is cognitively gifted in mathematics, say, or for a kid who has an IQ of 150, or for a child who is talented and gifted in the performing arts or as a musician. We are not willing to spend near the amount of money, or the time, or to find the staff to develop the abilities of children in these areas, to see to it that some of the resources of the school system went into finding and developing somebody who someday may discover the cheapest way to convert solar energy to heat houses.

MERROW: Ok. Big deal. I don't find your answer persuasive. Why should... you know, those kids, they'll succeed anyway. "Cream rises to the top."

BOSTON: Cream does not rise to the top! This is one of the prevailing myths of gifted child education. It's very interesting that among a group of high school dropouts who were studied by a research team in the Midwest, it was discovered that gifted children drop out of school at a rate anywhere from three to five times greater than their distribution in the normal population.

Now, I don't know what happens to them. I don't know whether they go back to school, what. But if we are losing gifted children at a greater rate from high schools than they are found in the normal population, then we are losing a lot -- not just in terms of these individual human beings, but in terms of the potential that they have to make a contribution to society. You know, education is an investment that we make in our society.

BLAIR: Dr. Bruce Boston, who's writing a report for the U.S. Office of Education on gifted and talented students.

A GIFTED CHILD TALKS ABOUT HIMSELF

STUDENT: I'm going to be turning 11 pretty soon.

MERROW: When?

STUDENT: A couple of months.

MERROW: When's your birthday?

STUDENT: June 19th.

MERROW: Mine's June 14th!

STUDENT: (Laughs) Five days off. Both Gemini.

MERROW: Now, I know you're studying geology right now, but you wanted to be an explorer. How come?

STUDENT: There was a little bit of everything, and you go hiking all the

time. And you...like you do geology and all the other things, and you stay outside mostly.

MERROW: You like to stay "outside mostly"?

STUDENT: Yeah. (Laughs) It's better than inside.

MERROW: You must not like school all that much?

STUDENT: Well, it's ok.

MERROW: What do you like best about school?

STUDENT: Gym and recess and...(laughter)...and I like math.

MERROW: What are the things you don't like about school?

STUDENT: I don't like spelling 'cause, you know, you just sit there and listen to words and then write them down. You don't do much.

MERROW: Are you a good speller?

STUDENT: Yeah.

MERROW: How do you spell maintenance?

STUDENT: M-a-i-n-t-e-n-a-n-c-e?

MERROW: That's right. How do you spell pneumonia?

STUDENT: That one I don't know. (Laughs)

MERROW: Try it.

STUDENT: P-h...

MERROW: No, that's "P"...f. It begins with pn.

STUDENT: P-n-e-u...I don't know. (Laughs) M-o-n-i-a?

MERROW: Right. That's all right. You're a good speller. You just don't like to...

STUDENT: It's boring. It's...'cause you just sit there.

MERROW: What do you do? Do you just...do you just sit there, or do you daydream, or what?

STUDENT: Well, most of the time I go ahead of the teacher.

MERROW: Maybe what you should do is sneak a book you want to read in there, and hide it inside the spelling book and read.

STUDENT: I hide it inside of my desk and read. (Laughter)

* * *

MERROW: Whether or not that young girl will reach her potential remains to be seen. But her prospects look bright to me.

BLAIR: That was a student at Connecticut's Talcott Mountain Science Center for gifted children.

MEMORIES OF BEING DIFFERENT

KAHN: My name is Michael Kahn, ex-gifted child. (Laughter)

GOLDMAN: Do you remember way back then, when?

KAHN: Oh, I remember absolutely everything actually. I, I was one of those people who wanted to be a director at the age of five. I directed my first play at the age of five. It was pretty good actually. I got pretty dreadful about the age of 11 through 16, when I seemed to...was worried about being on a plateau. But actually, I have always wanted to do what I'm doing, and I feel very grateful that I'm able to do it now, and that it turned out to be something that I could do.

MERROW: Gifted kids grow up too. Michael Kahn was Director of the American Shakespeare Theater in Stratford, Connecticut, and now he's Artistic Director of McCarter Theater in Princeton, New Jersey.

BLAIR: NPR's Connie Goldman talked with Kahn about some of the problems of growing up gifted.

GOLDMAN: As a child, did you feel on the outside of things, or was your world so full that it didn't matter?

KAHN: Well, without being maudlin about it, I felt very much on the outside actually. And I think that's one of the things that really has to be taken into consideration with whatever is called a, you know, a gifted child now, is that they must not be made in a way to feel too separate and special. I think they have to be given the opportunity to pursue their gift. At the same time it's delicate to not make them feel too, too special. I think feeling too special at a young age is not a very good thing. It can do all kinds of things to you. It can make you just lonely and depressed; it can also make you grand. And neither of those things are particularly good to go through when you're having the problem of being an adolescent anyway. And I think I went through both of those, and I would hope that young people could be somewhat guided better, perhaps, and so that they could maintain a kind of life with their peers, and at the same time not be stopped from expressing or pursuing what they are deeply involved in. And how you do that, I think, is an issue.

GOLDMAN: Well, Michael, was there any time in your childhood where you wanted to pretend that you weren't gifted and special, and that you wanted to be like everybody else?

KAHN: Well, I don't know if I thought that. I do know that I was (laughs) you know, miserable a great deal of the time. I think it's because I didn't have any friends. And it really wasn't until, I think, I went to high school, where I went to a special high school where the other people had the same kind of interests that I ever got any friends. I think I went through all of my childhood with really practically no friends. And I'm not sure whether I said I wanted to be different. I don't think so. I think I really liked the theater too much to feel I wanted to change. But I, I was aware of a lack in my relationships with people, because I was quite lonely. And I was also an only child, which probably compounds the problem. And I think a lot of children who, at an early age, dedicate themselves to something, probably find themselves lonely, unless they can find themselves a situation where what they want is not so surprising. And very often you see, at the home -- mine wasn't quite so terrible, but I know other people who are now in the theater, or I even see children in the schools that I teach at -- where the home situation is very difficult for them, because they are either made fun of, or they're deeply discouraged. And sometimes that even happens in the school; you know, that your playmates will usually think that what you're doing is foolish and silly and strange, and probably tell you quite often. And if you're also told that at home by your parents, and sometimes by your teachers, then you have a really difficult problem. And I think you worry about it. I never wanted to stop, but I certainly felt I would like to not do it all by myself.

MERROW: Michael Kahn, Director of the McCarter Theater in Princeton, New Jersey, talking with NPR's Connie Goldman.

BLAIR: Kahn describes feeling different and lonely as a child. He eventually went to a special school where other students shared his interest in the theater.

MERROW: He's one of the lucky ones. His special gift was recognized. It's not always easy to identify the talented child.

* * *

CHARACTERISTICS OF THE GIFTED CHILD

POHL: Use love as a behavior modifier. Respect the child, accept him, encourage him. This is the most effective means for helping a child to develop today.

BLAIR: That's Dr. Rudy Pohl, editor of a journal about gifted education. He has an mnemonic device for remembering the characteristics of gifted students, M.I.C.E. P.S.

POHL: M for memory. These youngsters have remarkable memories; they remember precise details; they recall the things that occurred many years previously. I for interest. They have intensive and extensive interests, ranging. There's almost a romance at a very early age; they fall in love with learning, of some aspect, like dinosaurs. They have an insatiable curiosity -- C is for curiosity. They want to know the why and the how of things; not just facts, but why did it get that way; how did it get that way? And of course, luckily they have the energy -- E, energy -- an abundance of this mental energy in order to pursue their interests. They tend to focus on problem solving -- P for problem solving. They often will come up with unique, unusual solutions to these problems. And then as they have a sense of self, they're themselves, even while they're participating in group activities. So if you remember M.I.C.E. P.S., you can remember how to find these youngsters. But in order to find them, we do have to get away from the idea of keeping youngsters within the average range; we have to allow for diversity of talent within any group of human beings.

BLAIR: Dr. Rudy Pohl, editor of Gifted and Talented, a Connecticut journal.

MERROW: Pohl's device is catchy, but it's really not that easy to identify gifted students. Schools can't just single out the students who are hard-working and enthusiastic or well-behaved. In fact, some gifted children aren't model students at all; they might seem backward, or be discipline problems.

BLAIR: Giftedness is usually defined by an IQ score of 130 or higher. But how accurate are standardized tests?

MERROW: The best individualized tests cost \$75.00 per child, too expensive for most school districts; so many depend on group testing, which is far less expensive and far less accurate.

BLAIR: The IQ, or Intelligence Quotient, expresses the ratio of mental age to chronological age.

MERROW: For example, if a ten-year-old's test score is the same as the norm for his age, his IQ is 100. If a ten-year-old's score is consistent with the norm for a 13-year-old, his IQ is 130.

BLAIR: But kids from well-to-do families nearly always turn up with higher IQs than poor children. That doesn't have to mean that the rich are smarter, and the poor are dumber. In fact, most critics agree that the problem is the IQ test, not the kids.

MERROW: So one of the greatest objections to the IQ test is that its norms are middle class, and that, therefore, it's culturally biased against poor families and their children.

BLAIR: Which brings us back to a question we began with: how do you identify the gifted child?

WAYS OF IDENTIFYING THE GIFTED CHILD

RENZULLI: Yeah, you have to start with the assumption that if there was no such thing as giftedness in the adult world, then we wouldn't go looking for it in children.

BLAIR: Professor Joseph Renzulli is an educational psychologist at the University of Connecticut. He and his associates have developed a ten-part test to identify giftedness. John talked with Renzulli at a meeting of the Council for Exceptional Children in Chicago.

RENZULLI: There are a number of sources of information about that we can use to identify gifted kids. One source is the teacher, an obvious and very important source. Another source might be the child himself, autobiographical stuff or performance stuff: that is, that we take a look at the actual work of the child. These are essays that the child has written, or these are scripts for plays that he's written, or photographic essays that she has done, whatever it may be. Now, the problem there, and by the way I think that's the single most important way to identify gifted kids. But I also think it is the most difficult, because some judgment must be brought to bear on those products: are they good products? I think sometimes...anytime a child brings something in...I know when my little three-year-old brings...anything he brings home from nursery school, glops of paste, and pipe cleaners stuck on a piece of poster paper, and we just ooh and aah, and tell him how wonderful it is. And I think that's good. I think that little children need that kind of feedback. But as teachers, or identifiers of talent, we have to start to be able to know what is good, what is average, and what is superior or spectacular as far as performance goes.

A third type might be peer nomination. Don Lasalle, Director of Talcott Mountain Science Center, says that the single best way of spotting high level scientific talent is to ask kids that are already in their...one or another of their gifted programs -- they run several there -- and that there's a sort of a community among scientists, regardless of age, about what is outstanding scientific talent and who's really turned on to science. And so, that's, again, a source of information.

There is then the whole business of parent information. I believe many times there are things that the child is into at home, that for one reason or another, the school is not likely to find out, a very intensive interest, a long-term concentrated interest in something. Or, again, with young children, parents are really the only ones that would spot the early signs of precocity: reading by the age of two, and doing algebra by the age of four kinds of precocity. Again, every source of information is not going to catch every child. That's why the folks in the gifted business are recommending a kind of a multi-information processing approach.

Now, I haven't mentioned the other source of information, and that of course is tests. We don't want to throw the baby out with the bath. Tests do spot a certain kind of ability: that is, the ability to do well in learning in school.

MERROW: Tests tell you how well you did on the test.

RENZULLI: Well, it's not quite that bad. I think that tests predict very well how a youngster will do in a school situation. You learn a lot about things. But, as I'm fond of saying, it's difficult to fake good on intelligence tests; and there are kids that have plain old high intelligence; and I think that that must be looked at.

MERROW: But what's the single best indicator?

RENZULLI: Look in their eyes. If they've got bright eyes, then they're...

There is no single best.

BLAIR: Educational psychologist Joseph Renzulli. Identifying gifted students apparently requires many sources of information. The next logical step is a program.

MERROW: Most school systems have patched up bits and pieces of programs, if they have any program at all.

BLAIR: In Yuma County, Arizona, for instance, Sue Novotny travelled to 19 different schools in search of gifted students. She gave all of them IQ tests, but she told John she also spent a good deal of time just talking to them.

SUE NOVOTNY

NOVOTNY: Identification process should be...is a long process; it involves a lot of hours. You just don't test a kid. Oftentimes you interview the child; you find out where he's coming from. You take into consideration all these other factors that sometimes are working against the child, like his environment, or if he doesn't have the interaction. You know, if he's not able to sit down and talk to another child about estuaries, ok, that's something that you don't have in Arizona; but anyway, if he's not able to sit down and talk to somebody, he won't talk about it; the ideas won't come forth, and these kinds of things. So, you know, he's like stifled. And any child is going to conform, you know. He's not going to come up with any of that stuff if he's not going to even get a response. So, they sort of conform. It's hard to identify these kinds of students simply because of that.

They need experts to work with them. It's an exhausting kind of experience, because you listen to all these things that are happening, and then you try and do something with these things too. You try to channel a little bit, and you try to get everyone to respond. It's very exciting. That's why I'm in it. I really like it. It's a lot of fun.

MERROW: What about the stereotypes of gifted kids: they're antisocial; they're weird; they're uncoordinated; or they have a defect that somehow compensates for this special talent, or all those kinds of things?

NOVOTNY: What about it? (Laughs) To me that seems absurd now, simply because of my background and training. I know some gifted students that are amazing students if you look at them and be around them. You have to be around them and experience that person. They're indeed gifted, and they don't fit the stereotype. I never had that idea for a gifted child; I just never did. There's an old movie out, I forget the name of it, but I saw it when I was an undergraduate; it was terrible. I had it in my exceptional children class. And here, somebody was interviewing a little gifted boy with hornrimmed glasses on, you know, and he was talking about equations and all these kinds of things, which is a turnoff. You know, it was just a turnoff to everybody in the class, cause these people watching the film were threatened (laughs) by this student expounding on all these different things that they didn't have any idea about, and they really didn't even want to know about. But this is what we do to these students. It's a shame, because when you go into any situation, who doesn't have anything for their gifted, you have to sort of break that away, and you have to say, "This isn't what they're like."

MERROW: Let's suppose we lined up all the school children in the city of Chicago, you know, along the Lake Shore Drive out there. Would I, walking along that line, be able to identify the gifted children by looking at them?

NOVOTNY: What do you think? I don't think so. (Laughs) Maybe not by looking at them. No, you'd have to observe behavior certainly.

MERROW: They wouldn't all be reading books, or looking at their slide rule, or... (laughs)

NOVOTNY: No, no, I don't think so. Of course, studies have shown too that these students, a lot of them are physically gifted; they're just opposite of what we would think them to be. Instead of being fat and stuff, they have very well developed bodies. They're able...they're more rounded students than the ones that would just carry around a slide rule all the time, too. You might see a slide rule in one pocket, and a tennis racket in the other hand.

MERROW: Sue Novotny, who pioneered programs for gifted students in Yuma County, Arizona.

* * *

BLAIR: So, you're able to recognize a gifted child -- on Lake Shore Drive, or in a grade school English class. The next step is to decide how this exceptional person should be taught.

MERROW: Should an eight-year-old pianist stay in third grade music class, or go to a conservatory? Should a very bright fifth grader skip ahead to seventh grade, even though most of his or her friends will move on in orderly fashion to the sixth?

BLAIR: Some experts reject the idea that gifted students should sit in anything resembling a traditional classroom, with neat rows of desks and assigned lessons out of textbooks. They say, "Let the bright kids explore on their own," and they think the ideal learning environment should place no restrictions on what, or how much, a student can learn.

MERROW: Then, there are people who support special education for the gifted but feel it can be done in the same classrooms that other students sit in.

BLAIR: Dr. Lawrence Senesh is professor of economics at the University of Colorado. He thinks the gifted shouldn't be allowed to follow their own intellectual inclinations independent of the traditional classroom structure.

SHOULD GIFTED CHILDREN BE EDUCATED SEPARATELY

SENESH: I strongly feel that the gifted children should have a challenge, should be offered a challenge in the classroom. But at the other hand, I strongly feel that this challenge has to be offered in a class with mixed capabilities, because the gifted children have to feel that they are member of a total society; and the classroom is a society miniature.

MERROW: What about the argument that gifted children, in fact, do better when they are segregated; that it's a synergistic kind of thing; that they teach each other?

SENESH: Yes. I think it is important that the gifted children should get, just as every other child in a classroom should, be utilized to their maximum potentialities. So the gifted children can be used as peer instructor to the slower learners. The danger is with the....You obviously have to measure cost and benefit. You may find that it is more efficient way to teach children in terms of knowledge. But what they are losing is the social context, and the responsibility to those who are not as hoity toity as the gifted children are. Actually, you are developing an aristocracy in the United States, who are losing contact with the community. Almost, you are developing a kind of a cut flower civilization.

MERROW: What do you mean, a "cut flower civilization"?

SENESH: A civilization when the gifted child suddenly is...is suddenly... will be placed in an ideal, kind of dehydrated atmosphere, and cut off from the rest of the community. And it becomes an elite group. Which elite group will never have a sensitivity for the problem of society, and for the problem of those whose problem has to be solved, thus promoting general welfare.

MERROW: But we already have an aristocracy of wealth in this country.

Wouldn't it be better served if we had an aristocracy of talent?

SENESH: No, I do not feel, because the intellectual aristocracy has to be always serving the general public. And, but to serve the general public, to recognize social problems, to recognize social reality, to see the life as a system at large, you have to be, in your...during your formative years, in steady contact with children from all background.

BLAIR: Dr. Lawrence Senesh of the University of Colorado. He spoke with John at a U.S. Office of Education meeting in Denver.

MERROW: Maybe gifted students don't have to be segregated from the rest of the class if teachers like Sue Novotny can come up with activities that everyone can learn from.

BLAIR: She calls one of her most successful creative games "the egg carton fantasy."

ONE CREATIVE TEACHING APPROACH

NOVOTNY: What you do is you get 12 individuals, the number of eggs in an egg carton. And you have a stimulus of an egg carton there that you show the 12 individuals. And you arrange the chairs so that it looks like an egg carton; that the knees of the people are touching, the sides are touching. And you ask them to close their eyes, ok? And this is a kind of a feeling, kind of creativity thing. It calls for someone to give you answers that are hopefully unusual. You say, "How do you feel? You're an egg inside of this carton inside of a refrigerator. How do you feel being an egg inside this carton inside the refrigerator?" I'll go around the egg carton, you know, and you just...you keep talking egg carton talk, you know, like you, you know, "What are some of the things you're experiencing?" Like a lady would say, or a kid would say, "Oh, I don't smell anything because the lady that owns this refrigerator uses 'Arm and Hammer' baking soda," you know; or some kid will say, "Oh, I smell bermuda onion," you know. Different kinds of answers you know, old stale cheese, and things like this. You know, "How do you feel?" I had one student that was sitting there, and she's rocking back and forth in her chair, you know; she's really getting into the activity. I was very pleased. And I said, "Ok, Lucy, what are some of the things you're feeling," and she goes, "Oh, I'm really dizzy." And I said, "Well, why Lucy?" And she goes, "I'm on the door of this refrigerator, and there's a lot of kids living in this house; they keep opening and closing the door, and, you know, inside of me is getting all jumbled up." And just things like that. Getting responses, getting the kids to become something that they're not, during... asking questions like, "Ok, what are your aspirations? You know, what do you want to be used as as an egg, you know?" You know, "in an omelette," or, you know, "painted red, white and blue, and thrown at somebody, you know -- bicentennial egg." Different kinds of answers. You know, this is just like a creative little exercise. They love it; they really get into it.

Some kids do, some kids don't. They're not used to this kind of, you know, having them channelled into this mode of thinking.

MERROW: It's a real leap in imagination to pretend you're an egg in a refrigerator, when you're sitting in the middle of the desert in Arizona.

NOVOTNY: (Laughs) Yes it is. Yeah, it is.

MERROW: I wonder, as you talk, Ms. Novotny, if in fact, as you said, a lot of the things you're talking about are applicable to just any kid. Any kid would have a good time pretending to be an egg in an egg carton. And if maybe a wholly different attitude toward education would help, and would help us accept the idea of treating gifted kids differently: that is, if we tried to treat all kids differently, and not regiment them to the extent that schools really do, maybe that would trickle up, if you will, so we'd have a healthier policy toward gifted kids.

NOVOTNY: I agree. That sounds very good. And my attitude is that you're

there for all the children involved, you know, all the children in the school. And it's like you set examples, and you do these things. And they're fun, sure. A lot of them involve a lot of hard work, and it involves the teacher going; the teacher actually doing something. I find that a lot of the teachers, especially in the rural schools that I go to, are stagnant. You know, they've been there; they might take a course every once in a while, but being stagnant too, you're just very closed to new ideas and things. And I feel sorry for the students sometimes, you know. I wish I had contact with a lot more students than I do, and more students than just gifted; because when I give the teachers these activities, sometimes they just get thrown away. You know, they go from the mail box to the trash can, which is...oh, I don't know, I'm...

MERROW: Depressed.

NOVOTNY: Yeah, well, you wonder what the work is for. But then, you try again.

MERROW: Sue Novotny, who works with gifted kids in Yuma, Arizona.

BLAIR: Sometimes gifted kids handle complex academic work so well that it's easy for us to assume that they can handle problems of social pressure just as well.

MERROW: Dr. Bruce Boston warns that gifted children are first of all children. And no matter how many differential equations they can perform in their heads, they're no better equipped than anyone else to handle getting along in the world with people their own age. I asked one gifted 12-year-old, Matt Rosen, what he does with his friends.

ONE GIFTED CHILD TALKS ABOUT HIS PEER RELATIONSHIPS

ROSEN: Well, I don't hang around with them much, but, you know, don't take that as a sign I'm...

MERROW: As a sign of what?

ROSEN: As a sign that kids don't like each other. I'm one of the strange people; I just keep to myself mostly. The thing is, I, I'm rather different than the other kids; I just like to stay around myself and, you know, read my books; and the other kids, they like to play sports.

MERROW: That didn't seem to be true. I mean, you were the first kid who came up and asked me what this machine was, and asked me what I was doing?

ROSEN: Well, I like to talk to adults more than I like to talk to kids.

MERROW: How come?

ROSEN: Well, cause when I talk to kids I have to sort of speak down to them; I feel awkward. So, when I talk to adults, I may not be as smart as they are, which is sort of refreshing, cause, you know, I like to talk to people who can teach me things, not to talk to people who I have to teach, cause I don't like telling other people what words mean when I say them. I like to, I like to ask what words mean when someone else says them.

MERROW: There must be kids who are smarter than you are, and just as there are probably adults who don't know as much as you do. I certainly don't know as much about astronomy as you do.

ROSEN: Well, I hope I find kids smarter than I am. You know, I'm not smarter than many adults. I mean, I don't think I am. I'm proud of it; I like learning.

MERROW: Well, there's a difference between being smarter than someone, and knowing more than someone.

ROSEN: Mm, yeah, I know.

MERROW: I mean, I probably know more about some things than you do, but you know more about some things than I do.

ROSEN: Mm, right. And that's the thing. Like I like to ask people... like when I asked you about the tape recorder, like, you know, I enjoy asking questions and learning about things I don't know much about.

MERROW: Do other kids, do you find other kids single you out because you're smart?

ROSEN: Well, yeah, they single me out. But, I mean, they call me names, but, they don't usually call me names cause I'm smart; they say that, you know, they say that I'm different, and they call me, you know, things that they call each other. You know, I don't like repeating them; they're not nice things.

MERROW: Go ahead, what do they call you?

ROSEN: Weeeell, I mean...

MERROW: But they call each other the same names though?

ROSEN: Yeah, but they, they mean it about me cause... I don't know if they're jealous or not; they just don't like me. But then I don't like them much either.

MERROW: But it doesn't sound as if, from what you said, that you try to hide your brains in any way?

ROSEN: No. I mean, I don't like correcting other people's speech, you know. I learned a long time ago I don't correct what other people say, but I make a lot of... I tell a lot of answers.

BLAIR: Gifted and talkative kids, like Matt Rosen, pose problems for teachers who insist on smooth, orderly classrooms. The bright kids often have an insatiable curiosity, and an urge either to share more information, or ask more questions. Unfortunately, many teachers don't have either the time or the expertise to keep their gifted kids from becoming bored and restless.

MERROW: And gifted kids don't stop thinking when they leave school for the day. The problem of how to keep up with them simply shifts from teacher to parent. When I spoke with Matt, I asked him what he planned to do when he went home from school that day.

ROSEN: Today, I'm going to be developing film. Ah, when I go home, I've borrowed some books on Stellar Evolution, and Frontiers of Astronomy, you know, by Fred Hoyle, you know, like Asimov, but he knows a lot more cause he's an astronomer. I read these books over the weekend, and in school in our free periods. I'll be developing.... I've got my developing tools here, cause their darkroom isn't so good; it's not that light proof. But then, neither is mine cause I don't have one. (laughter) So I can't enlarge; I enlarge over friends of my father's house, cause my father took a lot of pictures. He's got a lot of equipment. Like all this equipment, this old tank, is my father's and this is... and we bought these, and we bought these a few weeks ago. He gave me a lot of advice; and we really, you know, get into it, cause my father is an old photo bug, and, you know, we have something to talk about now.

* * *

THE PROBLEMS OF RAISING GIFTED CHILDREN

PARENT: I think one of the greatest frustrations of parents is not knowing where to go for their help. It's something you don't talk with your neighbors about over coffee. They can say they sympathize, but they say, "Oh, your child

is gifted; he has no problems in school. He shouldn't have...he'll always be the top of everything; he'll be a leader in everything." Well, that's not true, because when my son comes home and said, "Today I purposely wasn't the best on the playground so that I could have some friends at recess," because he knows he isn't going to have any friends in the classroom.

PARENT: I think one of the biggest problems in this whole situation is the games which the gifted children play in order to achieve the recognition in the kid. And in fact one of them had become a social introvert because of this.

PARENT: In America, we're supposed to have the right...we're not supposed to be put in these slots. And then I get faced with, "Ok, education is for the average."

BLAIR: Problems that gifted children pose for their parents are tough ones.

MERROW: How do you avoid competition with a brother or sister who's not as bright?

BLAIR: How do you cope with the fact that your child is brighter than you are?

MERROW: How do you encourage your child to be an individual and grow intellectually, while at the same time, encouraging him or her to make friends the same age?

BLAIR: Poor people may be quicker to stifle the extraordinary talents of their kids, sometimes because they don't even have time to recognize that they have gifted kids. At least, that's what Henry Collis of Great Britain, and George Robb of Canada, argue.

HENRY COLLIS AND GEORGE ROBB

COLLIS: The parents of...in the upper socioeconomic levels, are articulate more so than the people at the other end of the socioeconomic scale. They have some reason to be grateful to education. Their attitudes towards education are different. Parental attitude to education is the most single...the most important single thing that affects how a child does in school.

MERROW: If socioeconomic status is a determinate of...in a verbal fluency, flexibility, use of the language, does it follow then that you find gifted kids in the lower socioeconomic scale are gifted in other ways disproportionately -- musically, athletically?

COLLIS: I don't think that's been our experience; no, it hasn't. We have the greatest difficulty in identifying them, of course, in the very poor families, because families are resistant to this word gifted; they're frightened of it in the UK, because they're teased by the neighbors, and their children get a bad time at school. And we have them definitely telling their children to underachieve if they get a suspicion they're gifted.

MERROW: You say in the United Kingdom. But isn't that, isn't that true in this country also?

COLLIS: I think there's one great difference. This country has been wise enough to call them the gifted and talented, and that is a very less emotive description than just the one word gifted, which we use in the UK.

MERROW: It's kind of ok, socially, to be talented, but it's bad to be gifted?

COLLIS: Yes, because talented is mirrored; you can see and hear, and there there's proof in it. And gifted, in England, just means something that could be an egghead, you know, and it's, it's an emotive word anyway.

ROBB: It's quite often the case, not intending to be unkind, the parents imagine they've got a silk purse, when in fact they've got a sow's ear, or if you like, a swan and a goose, and things like that. And it's ominously frequently the case in my experience that some parents choose to relive their own lost dreams again. I can remember a child in remote part of England who was very, very bright indeed, and his mom had been a teacher -- she'd given up being a teacher to become a mom; his father had given up teaching to become a head teacher. And the mom used to meet him on the way home from school, "How did you do in school today?" And at the age of 5, he'd say, "It was just a lot of kids' stuff." "Well, I know, dear," she said, "but let's get on with our astrophysics," you see. And this would be fine, and he'd be interested, cause this was the most challenging intellectual thing that would have happened to him since he went to school that day. But after 20 minutes, he'd want to put down his rocket fuel formula and play with blocks or bricks or sand or water, like you have to if you're five and hope to be a healthy six. And only then did he experience parental disapproval.

MERROW: It's a toughie, because is there any kind of guidance for parents in your countries, in my country?

COLLIS: I think we can give them a little bit of help, but you can't always keep parents normal. I was interviewing one boy when I was a school master, and the parents were waiting out in the office, and this boy came into my study -- he was a boy of ten -- and I said, "Well, how are you today?" And he said, "Quite normal, sir, despite my parents." (Laughter) And he wasn't being cheeky; he wasn't being facetious; he was just stating his mind. When they came in, I knew he was dead right.

BLAIR: Henry Collis, Director of the National Association for Gifted Children in Great Britain, and George Robb, a professor at York University in Canada, demonstrating that raising gifted children can be a problem in other countries as well.

MORE FROM THE PARENTS

PARENT: We started out in kindergarten with our child in the public schools. And he was labeled a problem in kindergarten, because when the teacher would ask him to go over and turn on the light, he'd say, "Would you like to know how the light switch works?" (Laughs) And this sent the teacher right up the wall. So he was labeled as a behavior problem.

MERROW: The incident that parent refers to is part of a general hostility against "eggheads" that seems to pervade much of American society. Such hostility is often transmitted to the parents and to the gifted children themselves.

BLAIR: Some parents, like the ones who talked to NPR's Connie Goldman in Minneapolis, are frustrated enough to go beyond their roles as parents, to become tutors and publicists for their own children.

PARENT: The class experience in the beginning was a disaster for him. He had not learned, either in public school or in private school, to apply himself to a problem; he had not learned to sit down and follow something through from the beginning to the end unless he really wanted to do it. And the reason he hadn't done this was because, because he had everything memorized. If the teacher asked him what's 12 x 12, he knew it; if the teacher asked him what's...you know, he could do these things so fast in his head that he never had to sit down and figure it out.

GOLDMAN: So what you seem to be implying is all kinds of behavior problems and confusion about self can result from being a gifted child in a situation where they can't expand into their potential.

PARENT: Well, I think it's frustrating, because, for instance a gifted child -- at least mine -- when he's in first grade, he'll read a book and he'll find out something about the British Isles, let's say. And he'll run out to

his playmates who are also in the first grade, and he'll say, "Hey, did you know that the British Isles are...have a population of thus and such?" Well, and then I listen and I hear the little kids say, "What's the British Isles?" And he says, "Well that's another name for England, and it's an island..." and by this time I look at the kids, and they're all out there playing tag, and there he is standing there with his beautiful new fact that he just learned and he wanted to share with someone, and he's got nobody his own age to share it with.

* * *

MERROW: One place where there are unlimited possibilities for gifted kids to share information is the Talcott Mountain Science Center in Connecticut.

BLAIR: If you think that a stay there might turn kids into intellectual elitists, listen to this conversation that John had with Peggy Gold, a ten-year-old from West Hartford, who studied at Talcott Mountain.

THE TALCOTT MOUNTAIN SCIENCE CENTER

GOLD: Well, I have a little brother named Timothy, and he's five years old, and he's in kindergarten.

MERROW: That's not really about yourself you know.

GOLD: I know. Um. I'm taking ice skating lessons, and I'm doing figure skating, and I'm trying to get better.

MERROW: Do you want to be like Dorothy Hamill?

GOLD: Yes. I also take tennis lessons, and I'm not that good at tennis though. I'm better at ice skating than I am at tennis.

MERROW: So you don't want to be like Chris Evert then?

GOLD: No. And, um, every summer I go to Oregon, and, because my father was born there, and we go hiking, and things like that. It's really fun.

MERROW: It's funny, how come you didn't say that you come to Talcott Mountain? Isn't that one of the most important things about you?

GOLD: Yes.

MERROW: You didn't say that though.

GOLD: I forgot. (Laughs)

MERROW: We're sitting at the top of a mountain. Obviously, one of things you can work in is astronomy. What are the other choices kids have?

AMREIN: Okay, we do radio electronics, geology, ecology and meteorology mostly up here. We get into some things now on alternate energy sources, and we do what is called "chrono-biology," the study of biological rhythms with kids.

BLAIR: That's Robert Amrein, Director of Summer Programs at Talcott Mountain.

MERROW: Let's talk a little bit about the kids, and it's pretty competitive. What does it take to be admitted to the Talcott Mountain Science Center?

AMREIN: Ok, the science program missions is based on the state qualifications for gifted. And one of the things used for state is IQ testing. Ok? Minimum of 130. And then, the teacher writes a recommendation on the child, which goes to the Superintendent of Schools, and he selects a certain number

that qualify; that he feels are the best ability students. And then they send the applications to us, and then we screen the applications to make sure how many slots we have.

MERROW: So a town makes the decision as to how many slots it wants; how much money it wants to put up for the kids in that town.

AMREIN: What happens is the towns allot the money; they pay for the program, and then the state reimburses them two-thirds of the cost.

MERROW: Connecticut has permissive legislation for gifted and talented, which means that a town may participate if it chooses, but it certainly doesn't have to.

AMREIN: Right. There's no...you know, each town doesn't have to participate; it's up to the individual town if they want to send children here or not, or they have other programs ongoing within the school itself.

MERROW: Rob, you've been working with gifted kids for a number of years now, and you're certainly familiar with the stereotypes of gifted kids. Does your experience match the stereotype?

AMREIN: I really don't see the kids any different than the average kid in a school, except he has a little bit higher ability, ok? And we give him a chance to work with that ability. The biggest problem here is that the kids think they're stereotype. They know the stereotype gifted; and the first week or so they come here, they keep looking at the other students thinking that they're so much further beyond them -- ok? -- that they don't know why... how they got qualified for it.

MERROW: Robert Amrein, Director of Summer Programs at Talcott Mountain.

BLAIR: John asked ten-year-old Matthew Kirshman how Talcott Mountain compares with his public school.

KIRSHMAN: They treat you like a normal person, and...

MERROW: Wait a minute. Who's they?

KIRSHMAN: Teachers of instruction, instructors.

MERROW: Up here?

KIRSHMAN: Yeah. They don't look down at you; the kids are nice; you do neat things. It's not like the teachers tell you what to do; you just go along and do it, and the teachers...you could easily say they're your friends.

MERROW: Do you mean that schools down off the mountain are not that way?

KIRSHMAN: My teacher's a friend, but they treat you different. They treat you like you're the kids and they're the teachers. Right here, sometimes you teach the teachers, and other times they teach you.

MERROW: How about the kids? Are the kids different up here from the kind of kids you meet down there?

KIRSHMAN: Yeah, in a lot of ways, because down at school there's kids that are dumb, kids that are plain, kids that are smart. All the kids up here are usually smart, cause I think all kids here earn the scholarship; and you can relate to them like normal kids.

MERROW: Do you have trouble getting along with kids who are plain?

KIRSHMAN: No I don't. It's just it's more fun getting along with kids that are smart. Almost everybody here is friends.

MERROW: Would you like to be able to go to a school like this five days a week?

KIRSHMAN: Ah, no.

MERROW: That's interesting. How come? Why not?

KIRSHMAN: I'd probably get fed up with it; because if I'm going to learn, I would like to learn in a normal way. You look at things all different. You...right here sometimes, I look at...you don't have to learn, and I wouldn't like that. You just...it's different up here.

MERROW: So there are some good things then about regular school?

KIRSHMAN: Yeah.

MERROW: Tell me what you do in your free time? What are you going to do tomorrow, for example, if it's a nice day?

KIRSHMAN: Probably go outside and play. Just walk around by the brook and all. I may just stay in and draw, or call up my friends, or maybe invite a friend over, or maybe a friend is going to invite me over.

* * *

MERROW: Experts tell us that between 3% and 5% of the school-age population is gifted: that means between two and three million children.

BLAIR: Because individual IQ testing is so expensive and time consuming, most school districts test only a small fraction of their students. In fact, only about one gifted child in 20 is even identified.

MERROW: Right now there is a legislative push being made for the gifted.

BLAIR: Representative Shirley Chisholm of New York proposes that \$16 million be set aside for gifted kids under the Elementary and Secondary Education Act. Right now, no ESEA money goes for the gifted. In fact, the federal government spends only \$24 million on the gifted.

MERROW: One stipulation Chisholm puts on this proposal, however, is that at least \$4 million -- that is, 25% -- of the new ESEA funds must be used for the education of gifted kids from poor families.

BLAIR: Senator Jacob Javits has a similar plan for a Senate bill which would authorize \$374 million to states, with the stipulation that they too must consider the needs of gifted kids from poor families.

PROPOSED LEGISLATION FOR HELPING THE GIFTED

JAVITS: I had a teacher at high school. She taught me English and literature in my last year or so of high school, had a very profound effect upon my thinking. Now, gifted and talented children -- if I was one, and I don't know about that -- can also be brought out by that kind of care. But that's so haphazard and so unscientific and so chancy that what I'm trying to do is to be sure that we locate this national wealth to a far greater extent than these chancy encounters will justify. And, of course, gifted kids like that can go very wrong and become criminals. We don't realize how frustrating that can really be, without even the youngster knowing what is hitting him.

MERROW: Senator Jacob Javits of New York.

BLAIR: The Office for Gifted and Talented, part of the U.S. Office of Education, has put together a task force to make recommendations for a national education policy for gifted children. The report is due in August.

MERROW: Dr. Dorothy Sisk, who's Director of the Office for the Gifted, and Natalie Iglitz asked Dr. Sisk whether she expected the task force to come up with anything new.

SISK: We plan to come up with a legislative package that will include state efforts, money for state efforts, money for local school efforts, money for teacher training, money for research, and money for technical assistance. Basically, we hope to recommend it looks like the group is moving toward the direction of about 40 million.

IGLITZ: It sounds as if you're going to be doing a lot of research. And I wonder, hasn't that been done? Don't we know already, just even from the 24 million figure that something more has to be done? Why do we need a task force to tell us that?

SISK: That's an excellent question. The research that we have, the data that we have is mostly quantitative. In other words, if you said to me, "How do you know that what you're doing here has had any impact at all?", mostly I'd have to talk to you in figures. What we need...we desperately need more information on what's being done in other areas -- for example, if we had found out that career ed was spending a great deal of money on the gifted, or that bilingual was doing some things on the gifted. So often, you know, people in the area of the gifted have been criticized because they talk mostly to one another. I think that any time that you have a larger advocacy group, you're a stronger group. Plus, we are finding that human resources are being welded together quite nicely. Another example that I find that is quite exciting is I'm going to California to speak to a migrant conference on the gifted. This is at the request of the Director of Migrant Education. We've not done that sort of thing before either.

MERROW: Dorothy Sisk of the U.S. Office for Gifted and Talented, talking with Natalie Iglitz.

* * *

STUDENT: Sometimes I'm faster than other people, because that's what I like to do best is play in sports, so I can run and stuff and get exercise. I'm different from other people cause I study stars and everything. But I don't know that much about em. I'm just learning.

STUDENT: Well, sometimes I'm good at some things, and sometimes I'm not. I'm sometimes a pretty nice kid; and sometimes I'm pretty mean and weird. I goof around, silly sort of. I always draw trucks and talk about em. If I hear a truck, or a fire truck, or a police car or something, I run to the window cause I love to see them. And I like to do math and all that.

STUDENT: I'm a nice girl, I think. I'm small, active, and usually called "professor" by my fellow classmates, because, I wear glasses, and I have been known in earlier classes to be intelligent.

* * *

BLAIR: Some of the material for this program was taken from an earlier five-part OPTIONS IN EDUCATION series on the gifted. You may get a complete set of all six transcripts for \$2.50.

MERROW: Cassettes are available too. The six cassettes cost \$25.00. A cassette of just this one program costs \$5.00.

BLAIR: Here's that information again: the six transcripts of the complete series cost \$2.50.

MERROW: The six cassettes, \$25.00; a single cassette of just this program, \$5.00.

BLAIR: And here's our address: National Public Radio -- Education, Washington, D.C. 20036. Ask for the series on the gifted.

MERROW: We'll give the address again in a minute.

BLAIR: We also have, free, a schedule of our programs for the next several months. Ask for it.

MERROW: We're planning programs on museums, zoos, and libraries, on learning disabilities, on desegregation, and on the great American experience of going to college.

BLAIR: And more.

MERROW: So if you want our schedule, or the transcripts, or cassettes, write us at National Public Radio -- Education, Washington, D.C. 20036.

BLAIR: And when you write, please tell us the call letters of your NPR station.

MERROW: OPTIONS IN EDUCATION is a co-production of National Public Radio, and the Institute for Educational Leadership of The George Washington University.

BLAIR: Principal support for the series is provided by the National Institute of Education...

MERROW: ...which, incidentally, has just extended our funding for another year.

BLAIR: We'll keep talking, and we hope you'll keep listening.

MERROW: OPTIONS IN EDUCATION has also received a grant from the Mary Reynolds Babcock Foundation. Those funds will be used to strengthen local coverage of the education business.

BLAIR: We hope that NPR will become the place to turn to for coverage of national and local news about learning, and we're grateful for support from NIE and the Babcock Foundation.

MERROW: Other support for this series comes from Carnegie Corporation of New York, and the Corporation for Public Broadcasting.

BLAIR: This series is written and produced by John Merrow. The Associate Producer is Katharine Ferguson; the Assistant Producer is Natalie Iglitz, with technical assistance by Skip Pizzi and Andy Rosenberg. I'm Wendy Blair.

MERROW: I'm John Merrow, and this is NPR -- National Public Radio.

* * *

MUSIC CREDIT: Leo Kottke, Leo Kottke, "The Driving of the Year Nail," and "The Sailor's Grave On the Prairie." Takoma Records, C-1024

Pete Seeger, Young vs. Old, "Be Kind To Your Parents." Columbia, CS 9873.

Peter, Paul and Mary, Album 1700, "If I Had Wings." Warner Brothers, WS 1700.